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ABSTRACT

The Hungarian CIVITAS program, working with the Florida Law Related Education Association (FLREA) and researchers from the University of Central Florida, conducted a three-year evaluation of the "Citizen in a Democracy" competition. Over this period the program grew rapidly in size and quality, involving thousands of students and hundreds of teachers who participated in local and regional competitions throughout Hungary. The final competition is held each spring in Budapest, where the best student teams come together, debating the implications, opportunities, and responsibilities of Hungarian civic life before a panel of distinguished judges. This evaluation report is divided into the following sections: "The Evaluation Design"; "The Information Protocols"; "Findings from the First Two Years"; "A Structural Model of the Citizen in a Democracy Competition"; "Student Responses to the 1999-2000 Citizen in a Democracy Competition"; "Teacher Reactions to the 1999-2000 Citizen in a Democracy Competition"; "Correlations of the Protocol Section Scores with the Final Outcome"; "The Three Year Trends"; "Fieldwork and Teacher Training"; "Focus Group Findings"; "National Competition Interviews"; "Videotape and Digital Pictures as Phenomenological Inquiry"; and "Future Directions for the Evaluation." Contains 3 notes, 16 figures, 7 tables, and 10 references. Appendixes contain a summary of the Structure of the Observed Learning Outcomes (SOLO) taxonomy; scoring protocol for the 1999-2000 competition; final results for the 1999-2000 competition; student and teacher data collection instruments for the 1999-2000 competition; map of CIVITAS regions; biographical and interview transcriptions; and digital pictures of the 1999-2000 competition. (BT)

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A Three Year Evaluation of "Citizen in a Democracy" "Polgár A Demokráciában"

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July 25, 2000

In Partnership with CIVITAS Association Hungary

and

Florida Law Related Education Association, Inc.

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The Hungarian CIVITAS program working with the Florida Law Related Education Association (FLREA) and researchers from the University of Central Florida conducted a three-year evaluation of the "Citizen in a Democracy" competition. Over that period, the program grew rapidly in size and quality, involving thousands of students and hundreds of teachers who participate in local and regional competitions throughout Hungary. The final competition is held each spring in Budapest, where the finest student teams in the country come together, debating the implications, opportunities, and responsibilities of Hungarian civic life before a panel of distinguished judges.

Initial discussions regarding the elements for evaluating the "Citizen in a Democracy" competition took place among representatives of CIVITAS and FLREA during September 1997. That process led to a six month planning period that focused on the rationale and nature of the evaluation as well as identifying the external assessment team. Subsequent discussions were held via e-mail among representatives of the agencies concerned and evaluators from the University of Central Florida (UCF).

Jeffrey Cornett and Charles Dziuban (UCF) and Ernest Abisellan (FLREA) met with János Setényi (CIVITAS) in February 1998, to negotiate and finalize the design for evaluating the program. During those sessions the participants agreed on issues regarding the objectives of the evaluation, the role of the evaluation team, appropriate methodology, respondent identification, ethical issues important to the evaluation, theoretical perspectives, logistical considerations, data collection, reporting protocols, and scheduling. We raise these components to emphasize the need for especially thorough planning regarding programs involving multinational agencies where variation

in context and interpretation can lead to inappropriate or invalid conclusions. Representatives agreed that:

(1) as much data as possible would be collected without causing dissonance to CIVITAS,

(2) all parties would work to convert the data into usable information,

(3) both qualitative and quantitative approaches were necessary to achieve an effective evaluation, and

(4) the evaluation would be utilized to produce a positive impact on the program.

The Evaluation Design

The first phase of the evaluation called for a three-year cycle where, in the pilot study, the evaluators would administer a cooperatively designed questionnaire to the students participating in the 1997-98 final competition. In addition, the evaluators agreed to conduct interviews, compile field notes, and produce audio and video recordings while collecting artifacts. Original respondents included students, teachers, school administrators, program organizers, CIVITAS and FLREA leaders, members of the U.S. delegation, and government and civic leaders from Hungary. Upon determining the relevance and validity of the survey instruments and data collection protocols in the pilot study year (1997-1998), the plan called for extending (in the second year, 1998-1999) data collection to the regional competitions. In addition, the evaluators agreed to complete a statistical analysis of the data produced by the scoring protocols used in the finals (1998-2000). The evaluators were to complete case studies with selected teachers in addition to visual records of the final competitions. The cognitive protocol for the program would be evaluated according to the SOLO taxonomy (see Appendix A) (Biggs

& Collis, 1982). The evaluators agreed to produce a structural model of the student responses to the "Citizen in a Democracy" (see Appendix B for the competition scoring protocol and Appendix C for the final results of the 1999-2000 competition).

Finally, the evaluation team, under the direction of the UCF evaluators, would complete a feasibility study (1999-2000) with respect to building teacher action research teams, the purpose of which was to transform the assessment into an authentic format, insuring the continuation and sustainability of the evaluation.

The Information Protocols

Students

Survey instruments for students and teachers were designed by the (UCF) evaluators (see Appendix D). Those initial drafts were modified and validated by CIVITAS and FLREA staff members and finalized for the pilot study. The student questionnaire requested specification of gender, region, and school demographics. Additionally, the students were asked to rate via a Likert scale several components of the "Citizen in a Democracy" competition for its impact on the cognitive, affective, and behavioral aspects of their civic lives. Specifically, they rated the degree to which participation in the competition:

1. Increased their understanding of the history and principles of Hungarian democracy,
2. Improved their skills to participate as effective citizens,
3. Caused them to have a more active interest in political issues,
4. Caused them to better understand their rights and responsibilities as Hungarian citizens,

5. Increased their commitment to Hungarian democracy, and
6. Gave them greater respect for others' points of views on important issues.

Additionally, students provided examples of how participating in the competition had an impact on their personal, family, and school lives.

Teachers

Teachers were asked to complete a survey instrument that targeted several important dimensions of CIVITAS. The areas for which they provided information (again via Likert scales) included the degree to which their participation had:

1. Given them a deeper understanding of the principles of Hungarian democracy,
2. Stimulated their interest in Hungarian democracy,
3. Caused them to take a more active interest in political issues,
4. Given their students a deeper understanding of the history and principles of Hungarian democracy,
5. Stimulated interest in Hungarian democracy,
6. Made students more aware of political issues that relate to Hungarian democracy,
7. Caused their students to take a more active interest in political issues, and
8. Created enthusiasm for their continued participation in the program.

Teachers also identified how participating in CIVITAS had impacted their lives. They provided suggestions for improving the program and for additional resources or materials they needed to make the program more effective.

Additional Data Collection and Analysis

The evaluation design specified determining the relationship among the individual exercises in the competition and the final team total scores for the 1998-1999 and 1999-2000 years. This required determining the variance accounted for by each of the sub categories of the scoring protocol and the final outcome. Case studies were completed at several sites (Cornett, 1996). Cornett produced digital photographs of the 1998-1999 finals and a video and digital recording of the 1999-2000 competition. The protocols for the 1998-1999 and 1999-2000 competitions were classified according to the elements of the SOLO cognitive taxonomy. The 304 student responses obtained during the 1998-1999 regional competitions were subjected to structural equation modeling using LISREL 8.3 (1999). During the final year of this evaluation cycle (1999-2000), Cornett, Dziuban, and Gyori held a series of focus group meetings where teachers from several regions of the country discussed changes in their personal theories of pedagogy resulting from their CIVITAS experience. Additionally, the teacher group began exploring the possibility of their applying the principles of action research to the CIVITAS program--thereby building a permanent and cost-effective research base for the initiative.

Findings from the First Two Years

Students

The student survey results from the first two years of the evaluation showed consistent positive results regarding participation in the competition (at both the final and regional levels). We note that students' willingness to complete the survey forms greatly improved from the first to second years--in our judgement showing an enhanced identification with "Citizen in a Democracy." Students were virtually unanimous in

indicating that their participation in the competition increased their understanding of Hungarian democracy and that their skills for becoming effective citizens had improved. They were equally positive in their feelings that they had developed an improved understanding of their rights and responsibilities as Hungarian citizens. Approximately 75% of the students indicated that they had increased their commitment to Hungarian democracy. Roughly 85% of the competition participants indicated that they had taken a more active interest in politics and a large percentage (70%) indicated that participating in the competition had caused them to hold greater respect for other points of view.

At the personal level, students felt that the competition:

1. Caused them to gain knowledge, interest, and experience in politics and human rights,
2. Created awareness, respect, and responsibility for civic life, and
3. Improved their speaking and English skills.

At the family level, CIVITAS students indicated that:

1. They served as mentors for their brothers and sisters,
2. There was an increase in political discussions in their families--especially at the dinner table,
3. Their participation raised family interest in politics, and
4. Their families were very proud of their efforts.

At the school level the students indicated that the preparing for the competition:

1. Helped them in their other classes,
2. Gave them a much better understanding of human rights,
3. Built better relationships with their classmates,

4. Enabled them to mentor their classmates, and
5. Gained them teacher recognition in school.

Teachers

CIVITAS teachers responded to the questionnaire designed for them at the regional and final level during the 1998-1999 competition. Their responses to the program were universally positive. Almost all teachers felt that their understanding of Hungarian democracy had improved because they prepared their students for the competition. A large majority of the teachers reported that "Citizen in a Democracy" had stimulated their interest in Hungarian democracy. Almost two thirds of the reporting teachers indicated that they had taken a more active interest in political issues. Virtually all teachers involved in the competition felt that their students gained a much better understanding of Hungarian democracy. A large percentage of the teachers reported that their students demonstrated a greater interest in democracy and were more aware of political issues. Almost all the teachers reported that as a result of preparing for the competition their students had taken a more active interest in political issues. Finally, almost all teachers who participated in the CIVITAS program wished to continue their involvement.

The free responses of the teachers showed several positives at the personal level:

1. They felt that they had gained knowledge and appreciation for politics and human rights,
2. They were fortunate to interact with superior students,
3. They were able to further their professional education, and
4. They were more tolerant of opinions counter to their own.

At the family level, teachers pointed out that preparing students for the competition required considerably more of their personal time. They reported, however, several positive components at school:

1. Their schools were very supportive of their efforts,
2. Their colleagues used them as resources for political questions,
3. They indicated that preparing students for the competition honed their teaching skills
4. They felt that because of the competition their schools became much more colorful and interesting places in which to learn and work.

Teacher Views on Improving the Program

When asked how the "Citizen in a Democracy" competition might be improved, teachers at all levels gave several insightful comments:

1. The material associated with the competitions should be at the high school level and no higher,
2. The competitions should be recognized as a national competition,
3. There should be summer camps for students,
4. Resource materials should be provided for families,
5. The winners should be accepted at the university,
6. Avoid assigning rare literature,
7. Less expensive literature should be assigned,
8. Teachers require further training,
9. Better specifications for the examinations should be provided,

10. Give students access to the exercises from previous years, and

11. Design exercises that are more practical.

A Structural Model of the Citizen in a Democracy Competition

The regional student responses for the 1998-1999 year, because of the sample size (n=304) presented a rare opportunity to examining the perceptual data for the relationship between students gaining knowledge and skills in the Hungarian democratic process and the disposition toward political activism. Initially, their responses were subjected to the confirmatory factor analysis process in the attempt to validate two factors: *comprehension of democratic principles* and *political participation.* The confirmatory model did produce those two factors that provided an excellent fit to the data (figure1) The full structural model for those factors (latent dimensions) is presented in figure 2. (Figures 1 and 2 reprinted from the 1998-1999 final report)

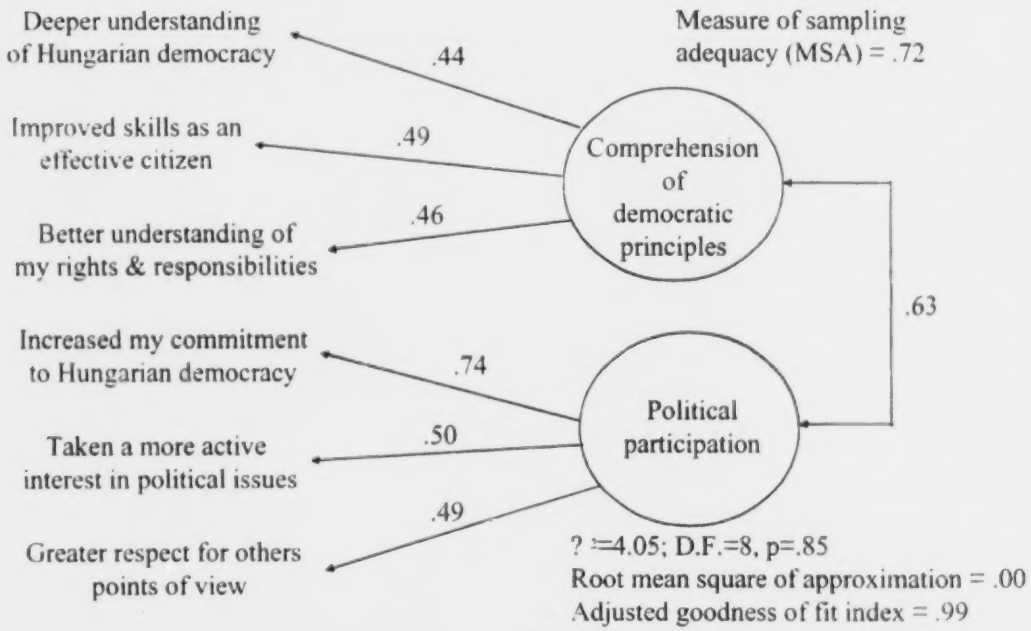
Deeper understanding of Hungarian democracy
.44
Improved skills as an effective citizen
.49
Better understanding of my rights & responsibilities
.46
Comprehension of democratic principles
Measure of sampling adequacy (MSA) = .72
.63
Increased my commitment to Hungarian democracy
.74
Taken a more active interest in political issues
.50
Greater respect for others points of view
.49
Political participation
? =4.05; D.F.=8, p=.85
Root mean square of approximation = .00
Adjusted goodness of fit index = .99

Figure 1. Confirmatory factor model for the students participating in the regional competitions.

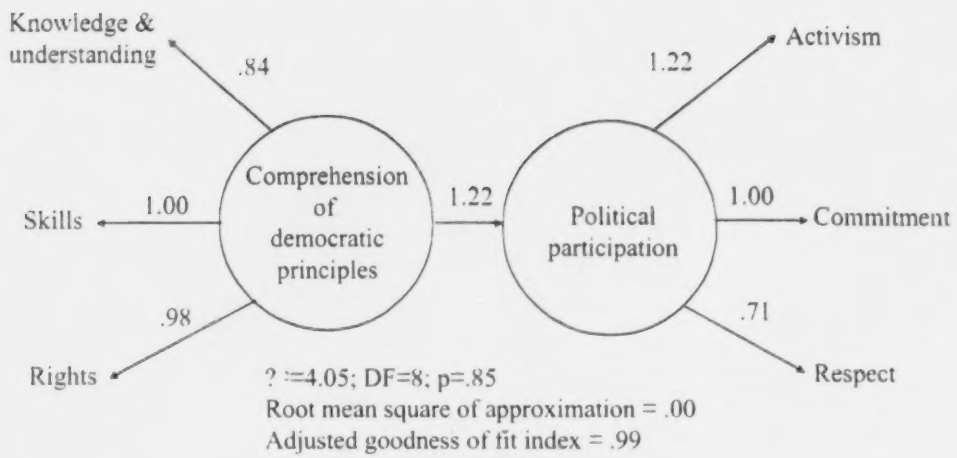

Figure 2. Structural model for the constructs Comprehension of democratic principles and political activism.

One must keep in mind that the model in Figure 2 is based on the perceptions of students so that actual knowledge and behaviors are not indexed. However, at the perceptual level there is a strong causal relationship between students cognitive gains regarding Hungarian democracy and predisposition toward political activism. Clearly, this is a fundamental hypothesis associated with the CIVITAS program, one that should be continually tested at many levels of the program. These initial results, however, should be viewed as extremely encouraging.

Students' Responses to the 1999-2000 Citizen in a Democracy Competition

Fourteen teams competed in the national finals for the 1999-2000 year. The demographic characteristics of those students are presented in Table 1. The majority of finalists (64%) were male. Most of the students (68%) participating in the competition

represented the regions of Pecs, Szeged and Budapest. Most of the students attended Gymnasiums (93%).

Table 2. Demographics for the student regional responses*

Gender (n=56)	
	Percent
Male	64%
Female	36%
Region (n=56)	
	Percent
Gy r- Szombathely	16%
P cs	15%
Szeged	22%
Debrecen	12%
Miskolc	4%
Budapest- Sz kesfeh rv r	31%
School (n=56)	
	Percent
Gymnasium	93%
Voc/Tech	7%

*percentages rounded; not every student indicated region

The responses of the finalists to the competition are presented in Figures 3 through 8. Virtually all of the students (98%) felt that they had gained a deeper understanding of the Principles of Hungarian democracy and better under understood their rights and responsibilities. Similarly, a large percentage (89%) believed that they had improved their skills necessary to become effective citizens. The majority of

students (75%) saw themselves taking a more active interest in politics. A slightly smaller majority (71%) felt that they had increased their commitment toward democracy and held a greater respect for others points of view.

Figure 3. Percentage of students who felt they had a deeper understanding of Hungarian democracy. N=56, percentages rounded.

Figure 4. Percentage of students who felt they improved their skills as effective citizens. N=56, percentages rounded.

Figure 5. Percentage of students who felt they had a better understanding of their rights and responsibilities. N=56, percentages rounded.

Figure 6. Percentage of students who felt they had an increased commitment to democracy. N=304, percentages rounded.

Figure 7. Percentage of students who felt they had taken a more active interest in politics. N=304, percentages rounded.

Figure 8. Percentage of students who felt they had a greater respect for other points of view. N=304, percentages rounded.

Teachers' Reactions to the 1999-2000 Citizen in a Democracy Competition

Figures 9 through 15 present the responses of a majority of teachers (n=10) who accompanied their teams to the final competition. On several items, teachers were in 100% agreement. First, all the teachers responding to the questionnaire indicated that they had gained a deeper understanding of Hungarian democracy. They felt similarly regarding their students deeper understanding of democracy (100% agreement). Without exception, the teachers indicated that participating in the competition had stimulated a greater interest in democracy by their students and that those same students were more aware of political issues. In addition, they felt (100% agreement) that students had taken a more active interest in politics. The final item with 100% agreement by teachers showed that they all wished to continue their association with the Citizen in a Democracy competition. A large majority (89%) of the teachers indicated that participating in the competition had caused them to take a more active interest in

Hungarian democracy. A majority (75%) of the respondents felt that they had taken a more active interest in politics.

Figure 9. Teachers reporting a deeper understanding of Hungarian democracy. Percentages rounded, N=10.

Figure 10. Teachers reporting a stimulated interest in Hungarian democracy. Percentages rounded, N=10.

Figure 11. Teachers reporting a more active interest in Political issues.
Percentages rounded, N=10.

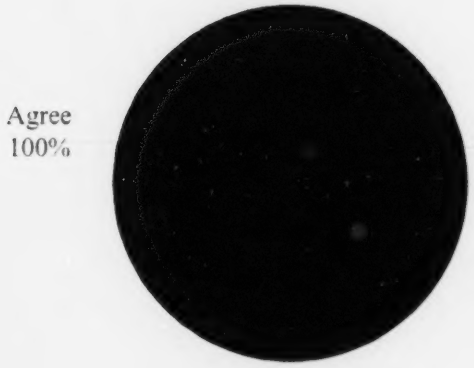

Figure 12. Teachers reporting their students had a better understanding of Hungarian democracy.
Percentages rounded, N=10.

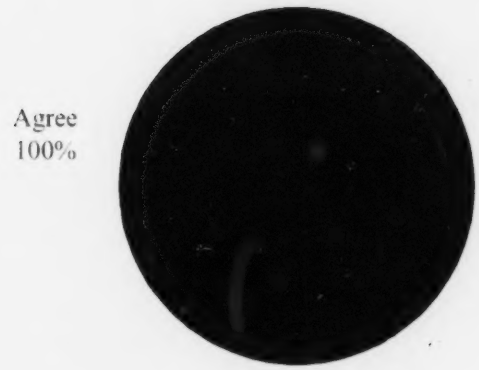

Figure 13. Teachers reporting their students have a greater interest in Hungarian democracy.
Percentages rounded, N=10.

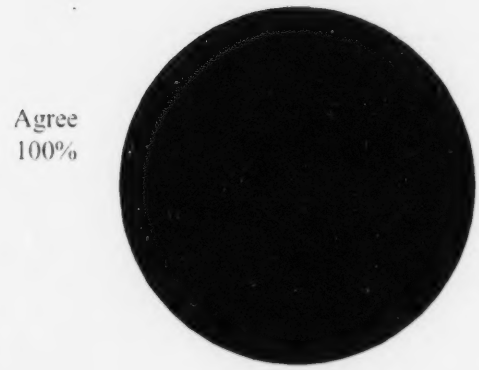

Figure 14. Teachers reporting their students are more aware of political issues.
Percentages rounded, N=10.

Figure 15. Teachers reporting their students demonstrated a more active interest in political issues.
Percentages rounded, N=10.

Figure 16. Teachers who would like to participate in the program again.
Percentages rounded, N=10.

Correlations of the Protocol Section Scores with the Final Outcome

Table 2 presents the correlations and squared correlations for each of the sections of the final competition (preliminary project, written test, parliamentary speech, ombudsman s case study, public life role-play, constitutional court appeal, and the recognition exercise.) The r-squared column of the table represents the proportion of

variance of the final outcome that is accounted for by each of the exercises when considered independently. From Table 2 one may observe that the best predictor of the final total score was the constitutional court appeal (R^2=.52) followed by the written test (R^2=.38). The ombudsman s case study was also substantially related to the final outcome (R^2=.27). This year, the parliamentary speech was the only exercise that was independent of the final total score. This outcome presents a more balanced configuration with respect to the weighting of the individual exercises compared to he previous year when the written test was the strongest predictor of the winning team score.

Table 2. Correlations of the final competition activities with total team scores.*

	R	R^2**
Preliminary exercise	.32	.10
Written test	.62*	.38
Parliamentary speech	.08	.01
Ombudsman s case study	.52	.27
Public life role-play	.39	.15
Constitutional court	.72*	.52
Recognition exercise	.37	.14

*p<.05

** Represents the total score variance accounted for by each individual activity

The Three Year Trends

Students

The trends for student responses to the final competition for the past three years as well as the results of the evaluation of the 1998-1999 regional competition are presented in Table 3. These data indicate that the consistently strongest agreement rates for the students appear for: gaining knowledge of Hungarian democracy, improving skills for becoming more effective citizens, and gaining a better understanding of their rights and responsibilities. With the exception of improving skills as an effective citizen for the 1999-2000 finals (89%), all agreement rates exceeded 90% for these three items. Somewhat lower rates (86% to 60%) were obtained for the following items: increased commitment to democracy, greater respect for other points of view, and taking a more active interest in politics.

Table 3. Three-year trends for students reactions to the Citizen in a Democracy competition.

	Finals 1997-1998 (n=40)	**Finals 1998-1999 (n=52)**	**Regionals 1998-1999 (n=304)**	**Finals 1999-2000 (n=56)**
Deeper understanding of Hungarian democracy	98%	97%	99%	98%
Improved skills as an effective citizen	95%	94%	96%	89%
Better understanding of my rights and responsibilities	95%	94%	95%	98%
Increased my commitment to democracy	80%	71%	77%	71%
Gained greater respect for others points of view	73%	65%	72%	71%
Taken a more active interest in politics	75%	60%	86%	75%

Teachers

The teacher responses to the final (1998-1999 and 1999-2000) and regional (1999) competitions are presented in Table 4. Teachers were in agreement (>90%) that they had gained a deeper understanding of Hungarian democracy, that their students had gained a better understanding of and had a greater interest in Hungarian democracy, that their students had become more aware of political issues and had demonstrated a more active interest in politics, and that teachers wished to continue their involvement with the program. Again, somewhat lower agreement rates (91% to 64%) were obtained for the program stimulating the teachers interest in Hungarian democracy, and their taking a more active interest in political issues.

Table 4. Three-year trends for teachers reactions to the Citizen in a Democracy competition.

	Finals 1997-1998 (n=10)	**Finals 1998-1999 (n=23)**	**Regionals 1998-1999 (n=10)**
Deeper understanding of Hungarian democracy	90%	100%	100%
Stimulated interest in Hungarian democracy	70%	91%	89%
Have a more active interest in political issues	80%	64%	75%
Students better understand Hungarian democracy	100%	100%	100%
My students are more aware of political issues	90%	96%	100%
My students demonstrate a more active interest in political issues	100%	76%	100%
Continue participation in Citizen in a Democracy competition	100%	96%	100%

The Final Competition Protocols

Table 5 contains the classification of the final competition protocols for the years 1997-98 through 1999-2000 according to the level of the SOLO taxonomy. The table shows that the competition consistently emphasizes higher level thinking skills-- with the 1999-2000 year showing the largest percent of extended abstract thinking combined with latent structure analysis (37%). This means that participating in the Citizen in Democracy requires students to synthesize information into constructs (latent dimensions) and manipulate them effectively. This form of problem solving requires the highest level of critical thinking. Each situation posed offers multiple solutions that must be defended in open in an open forum, often in absence of closure. Successful competitors must be effective with combining abstract components and observed data by: formulating and restructuring the problem, developing a context for a solution, formulating the elements of a proposed solution, combining those elements to form multiple constructs, and effectively communicating the solution while anticipating counter arguments.

Table 5. Classification of the final competition activities according to the SOLO taxonomy.

	1997-1998	1998-1999	1999-2000
Prestructural	0%	0%	0%
Unistructural	5%	5%	4%
Multistructural	25%	26%	27%
Relational	35%	37%	32%
Extended abstract	20%	21%	26%
Latent structure mediation	15%	11%	11%

Fieldwork and Teacher Training

As a result of the prior two year evaluation cycle, the evaluators suggested that a component of the 1999-2000 product should include inservice of teachers in fundamental principles of action research. The goals of this activity were to encourage targeted teachers to take a higher level of responsibility for data collection and analysis related to certain aspects of their decision-making during the Citizen in a Democracy competition. It was believed that this would provide evaluative data for the continuous improvement of the program, and provide the civics field with the teachers perspective of the program, its development, and its implementation.

While it was anticipated that the inability of the evaluators to speak Hungarian would pose some problems, CIVITAS Hungary promised to dedicate a translator to the project.[1] In addition, the CIVITAS staff corresponded by email with the evaluators, and met with them on the evening prior to the teacher interviews.

Jeffrey Cornett and Charles Dziuban met on October 25, 1999, with the teachers selected by the CIVITAS Hungary Association for a one-half day

[1] David Gyori was the primary translator for the project. He is responsible for the translation of interviews, and for a number of insights related to the actual competition. Cornett and Dziuban would like to thank David for his hard work, enthusiasm, sense of humor, and contribution to this evaluation.

inservice related to this component of the evaluation.[2] The inservice was to include the following:

- A focus group meeting to explain the nature of the evaluation;
- Training in action research related to personal theorizing of the teachers and methods for data collection and analysis;
- Teacher development of the following:
    - Autobiography,
    - Narrative of their preparation for the local competition, and the regional and national level competition if their team qualified,
    - Teacher analysis of CIVITAS materials,
    - Teacher collection of artifacts including lesson plans, tests, samples of student work, pictures, yearbooks, curriculum guides, newspaper articles and other relevant artifacts.

The teachers selected were from four regions, seven cities, and represented public and private schools. Table six depicts the name of the teacher, the region and center, and city where the teacher s school is located. A regional map which identifies major cities and the CIVITAS regions is included in Appendix E.

[2] Cornett and Dziuban requested that CIVITAS Hungary select teachers who were knowledgeable about the competition, who would be willing to share their viewpoints openly, and who would be able to arrange for

Table 6. Teacher interview volunteers and their school location.

Name	Region	Center	City
Ilona Korosi Székelyné	Southwest	Pécs	Kaposvár
Dévényi Ferencné	Southwest	Pécs	Bonyhád
Cseke Jenõ	Northwest	Gyõr	Gyõr
Gröber Attila	Northwest	Gyõr	Pápa
Barta Erika	Middle-east	Debrecen	Debrecen
Dobos Ferencné	Middle-east	Debrecen	Szolnok
Honti Mihályné	Northeast	Miskolc	Tiszaújváros

The teachers arrived for the initial training at the offices of the CIVITAS Hungary Assocation. They were greeted by Lazlo Eich, Program Director, and Tibor Gal, Office Director. David Gyori served as the primary translator and facilitator of the meeting. After initial introductions, Eich and Gal departed and the training was conducted.

Because of the lengthy time required for translation during the focus group meeting, it was determined by Cornett and Dziuban that the more complex task of teacher analysis of theorizing (step two) would be discarded in favor of a more appropriate emphasis on those elements outlined in step three above.

The teachers discussed their reactions to the competition with one another, and Gyori, who in turned shared the information with Cornett and Dziuban. Following these exchanges, a time line was agreed upon for the remainder of the year. The teachers agreed to write down their thoughts about the local competition, to come back to Budapest for another focus group meeting with Gyori at the CIVITAS office on December 20, 1999, and then present their final

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school leave for the interviews and for a follow-up interview session after the national competition.

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thoughts during the week of the finals competition in a final meeting at the CIVITAS office on April 19, 2000.

Focus Group Findings

It was apparent that the opportunity for the teachers to interact with one another in the October meeting was invaluable. As a result of this exchange, the teachers were able to:

- share their viewpoints with the CIVITAS evaluation team for input which will be reported by the evaluators for consideration by the CIVITAS staff for the improvement of the competition;
- develop insights about the similarities and differences among the teachers, their teams, and their perspectives on the competition.

While the teachers felt in general that the competition was correct and well organized, they discussed a number of ideas that might lead to improvement of the content of the program as well as its understanding and valuing by the community. The suggestions developed by the teachers are outlined in Table 7 which is organized by evaluator generated categories. These categories include:

- sources of information,
- types of competition activities, or the rounds ,
- access to materials
- rewards for participation.

Table 7. Teacher suggestions for improvement of the national competition from the focus group interviews.

Overall suggestion	Quotes from the focus group
The structure of the competition should be modified in regards to type of activities and sources of information.	***More should be included from the official curriculum.***
	More questions should be based upon the book by Istvan Kukorelli..[3]
	More should be included about specific laws that are in force.
	More should be included about the non-Hungarian democracies.
	The topic of the competition should be widened.

[3] The following information was obtained from the CIVITAS Hungary Association web site related to Kukorelli. ***Kukorelli Istv n: Alkotm nytan (Osiris Kiad , 1998)*** . For additional information in Hungarian and English, go to their web site at http://www.civitas.hu.

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The competition should emphasize less rote knowledge, and <u>more practical</u> and creative exercises.	*There should be less required reading.* *The test should be easier.* *Less lexical knowledge should be required.* *More "useful" things should be included in the material.* *The academic material is enough (as it is), there should be more attention to creative exercises.*
The organization of the competition should be modified somewhat to include more <u>access</u> to materials and competition information for the teams and public.	*All readings should be announced at the very beginning of the competition (starting date).* *The competition is not known enough.* *The competition should be announced earlier in the official Educational Chronicle.* *The results of the competition should be published in the Educational Chronicle.* *There should be more media attention turned towards the competition.*

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The rewards for participation should be enhanced.

The registration fee should be given back to the teams that get into the finals.

A nicer certificate should be given to participants.

The certificates should be signed by patrons of the competition.

A certificate should be given to the school as well as the participants.

In addition, the teachers had the following observations about the competition:

- *The teams where males and females are mixed are more successful,*
- *Some students are motivated by their siblings who have participated in earlier competitions,*
- *This competition is not respected enough,*
- *Students are pragmatic and only deal with things that are useful in the short-run.*

The teachers was asked to generate a narrative that included their background, a brief description of their school/community, their experience with the competition, and their analysis of the competition. The focus group to discuss the draft of these narratives was to be held to make certain that all teachers

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understood the task and had the opportunity to edit their ideas, and also had another opportunity to learn from other teachers. The December 20th meeting had to be canceled due to a national railroad strike. The rescheduled meeting was held in January and the results of the teachers' contributions are shared below. The narratives are not edited for content and are included in Appendix F.

National Competition Interviews

Three teachers, Ilona Körösi Székelyné, Imréné Halász, and Jenö Cseke, were interviewed during the national finals competition week in April. Székelyné and Cseke were interviewed in the CIVITAS Association Hungary office on the Wednesday following the competition. Halász was interviewed during the competition, because she had to return to her city with her teams. Cseke had no team in the finals.[3]

Two themes emerged from these interviews:

- Time is a problem for both the CIVITAS teacher and the students,
- Pedagogical preferences determine the weight each teacher assigns to the strength and weaknesses of the national competition.

The availability of appropriate time for preparation for the competition is a concern for all of the respondents. Székelyné is not the classroom teacher of her team, and therefore only has immediate access to the students as their coach in an extracurricular manner. She explains this problem in the following:

> *We did not have a chance to have sessions in the morning because school starts very early for them. We usually met during the weekends and afternoons in the school library or at my workplace. Last year we had longer sessions than this year. But this year we had to work an extra two weeks on the portfolio. We had lots of role-plays based on the differences between the parties. Last year we really*

practiced a lot. The big problem is the shortage of time and that the students are very busy.

In addition, her students are involved in other competitions. While this is an experiential advantage, it also limits the amount of time spent on this activity. She comments that her team, Palma, are tenth graders who have worked together before. She states that,

On the 8th of April we went to the Europe 2000 competition which they won. On the 13th of April there was a conference. On Saturday, two members of the team went to a contest which they won and got to the national finals which was on Sunday. They won that also and they got a 2 week Spanish trip as a prize. The other two members of the team worked on preparing the portfolio meanwhile.

Halász has more daily interaction with her students as their history teacher. She had two teams qualify for the finals and as a result had to facilitate the competition of two projects for the finals. She discusses her coaching of the teams in the following:

Those who are specialized in history and are team members have to read something for every single history class and share it with the other students. And if we get to a topic in the curriculum which is connected to current issues than these students have some chance to comment. But besides these the coaching is entirely extracurricular and done after work in our leisure time. According to our rules in the school, the students who participate in national competitions can have 1 day off, so my students took Friday off and from 12:30 PM on we were working whole day. And since we had to work a lot with the portfolios for the preliminary exercise, I had to ask my colleagues to let them out of class sometimes.

She describes the extracurricular time in the afternoon as follows:

We sit down in the school and find an empty classroom. We hand out the exercises previous to the meeting. I summarize the readings and every student tells about her or his part. I ask questions from the students. We discuss topics that are hard to understand. Every reading is assigned to two students because we need a "backup". When everything is discussed we start to deal with the situations (role plays). We create situations based on the experience from past competitions.

Czeke had limited access to his team as well. He states that,

They met at their homes in a rotational system. I often met them after classes in the afternoon in the school. And when they had a break between classes and I had some free time I also met them. I think that with the other team, the younger, I

will keep on working and bring them materials to study. I will try to get the best students involved in public issues.

Pedagogical preferences, or teacher personal theorizing, play a significant role in how the teachers mediate all aspects of the competition, from the nature of the materials they select to the importance assigned to particular skills such as test-taking or higher level thinking and practical applications.

A goal of the focus group training in October was to discuss the concept of uncertain mediation and to assist the teachers in defining their Personal Practical Theories (PPTs) (Cornett, 1992) and the implications of these PPTs for their decision making related to CIVITAS programs. This goal was developed over the period of contact with the CIVITAS program. In 1996 (Cornett) observed several teachers in their classrooms and held conversations with Janos Setényi on the notion of teacher theorizing and mediation of the curriculum. In addition, the standards for thoughtful civics classrooms, based upon national standards for social studies, for civics, and Cornett's recent experience in the United States with exemplary teachers in civics (1996).

This central role of teachers as mediators of the new civics curriculum is described by Setényi (1995) as "uncertain." He states that teachers' skill in promoting higher level thinking and unrestrained dialogue is not fully developed due, in part, to the societal expectations from the 1960s until the emergence of the Hungarian democracy in the 1990s. During this pre-democratic period, teachers were expected to dispense the sanctioned curriculum. However, in an emerging democracy, teachers need to have the

skills and knowledge to be able to mediate controversial issues (e.g., abortion, environmental, minority rights) and do so in a thoughtful manner. He submits that,

> *It is here, under these circumstances that we have to establish the culture of unrestrained dialogue, the "proprietor's consciousness" of democracy. The question is to what extent the traditional Hungarian school delivering knowledge from books will be able to conform with the requirements of unrestrained dialogue. It is impossible to comment on cases, values, the truth, or forms of behavior "ex cathedra"; however, at present, school education overburdened with natural sciences is operating in this manner. This calls for the revaluation of the teacher's role. The teacher's role in the last century was to be the model, whose task it was to civilize. In the 1960s, a new role was attributed to the teacher, that of the professional distributor of knowledge, who is dressed into a white laboratory uniform, and by measuring and assessing is the embodiment of the new test culture. The teacher of today is an uncertain mediator; the consensual contents of education have vanished in the air, and the expectations of school users have become diversified. The school of the future will presumably require a kind of partnership relationship, where questions can be asked. And for this there is no pattern in the tradition of the Hungarian school system.* (p. 5)

It was determined that the task of training teachers in teacher theorizing and action research was sufficiently complex that it would not be accomplished in the October session given the language barrier with these participants and the lack of access to a Hungarian educational theorist like Setényi for this exercise. Instead, general discussions of pedagogical preferences and critique of the competition were emphasized. The core pedagogical preferences of the three interviewees, are illustrated in their likes or dislikes of written exercises, factual knowledge, role plays, and the degrees of weighting of the competition rounds. Examples of this discourse are provided below in the intact interviews during the finals competition.

Szekelyne appears to prefer more structured, knowledge-based activities based upon assigned readings. She states,

Last year was our first year in this competition. I saw it much brighter at that time. We ere more fresh and less experienced. I can not make a big difference. I would like to point out however that the ratio of the role plays was too big compared to the others. The jury was also very subjective. I think that subjective exercises are very important and life is also about subjective things. But still I think that a little bit more written exercises should be included. Last year the final exercise was much better. This year the students had to make the definition of the concepts up themselves compared to last year when these were written by Civitas and the students only had to find out what they were. This year the definitions were not clear and not correct. There were dilettante definitions also. The students who made the definitions up were not familiar enough with the concepts they had to define. I think next year this exercise should be changed to something else. I think that there should be a "core" literature which is always the same from year to year. I would like to point out that the competition was perfectly organized and the programs afterwards were also great.

Halász appeared to enjoy the challenge of the pre-competition exercise, even though she had two teams. She appears to value the experiential aspects of the revised competition. She comments on the difficulties as well as the positives of this aspect of the competition,

The hardship was that the Greens have a very different point of view from the local government. According to the local government environmental protection is a secondary issue. The other hardship was that the city of Zalaegerszeg has no environmental committee! The engineering committee deals with these issues but there are almost only architects on that committee. What the students fully enjoyed however was the fact that we took fieldtrips and experienced the issues ourselves. About the other portfolio on the issue of the statue, the hardship is that it is a very complicated issue. And some segments are irrational. The enjoyable part was for the students that they could see how the "world of adults" works. And it was a little bit like "investigating" this case. They got to know why decisions were made the way they were.

She summarizes her pedagogical creed in the following:

The most important is the professional knowledge and preparedness and it has to be always developed. It is also very important to be energetic. The teacher should not be liberal but should be flexible. Has to have a sense of pedagogy and a faith in every student. The teacher should bring out the best of every student.

Cseke has considerable experience as both a history and literature teacher, but also as a high school inspector in his county. He states that,

It is hard to say who the best teacher is and why. There are huge differences but it also depends on how the results can be measured. Different students judge teachers in a different way. I think the best teachers are creative, student centered, but not too liberal and are able to adjust quickly to the students. It is a very demanding job and it is hard to break through with his or her personality in the class. The problem is that the students don't read so much as the teachers did when they were young. But on the other hand the students are much more sophisticated in the video culture. The teacher should adjust to this and be strict for the students and not against them. It also matters how big the school is. It is also very important for a good teacher to raise the interest of the students....I try to be interesting but I want the students to learn a lot. I demand a lot and it is hard to make the students learn a lot.

As a result of the focus group interviews in October, and the follow-up meeting in April, it is apparent that the respondents believe that the CIVITAS "Citizen in a Democracy" national competition is a worthwhile investment of their time. They have made a number of suggestions in the hopes of making it even better. [4]

This collective teacher response may be seen as quite remarkable, considering the inherent problems of participants making suggestions to those who manage the activity (imposition, hierarchy, power). The experience of the evaluators is that it often takes a considerable amount of time to establish rapport with respondents so that they feel comfortable expressing criticisms. Perhaps, due to the groundwork set with Setenyi in 1997, the ethical issues and concomitant judgements of the usefulness of the evaluation related to truth value, protection of the respondent, and imposition of values may have been minimized. In this setting, it appears that the teachers responded openly, honestly, and with the understanding that their ideas were valued and would be taken seriously by the evaluation team for the purpose of improving the competition.

[4] For more on the issues and problems of visual recording in qualitative evaluation and research see Bogan and Biklen, (1998) and Harper (2000).

Videotape and Digital Pictures As Phenomenological Inquiry

The evaluators decided to incorporate visual images in each of their three evaluation reports. Visual recording is not pervasive in qualitative evaluation, but has the advantage of both providing an inventory of artifacts (e.g., CIVITAS documents, physical environment of city hall) as well as capturing natural exchanges among students and judges if the reactivity of the recording device and the evaluator is overcome. In all three competitions, the evaluator was involved in sufficient recording that the participants soon had to overlook his presence to complete their complex tasks. [5]The quality of these images has improved considerably as the hardware and software has improved that is available to the evaluation team. While the images portrayed do not represent "truth" in the typical empirical sense evidenced by the survey research, or represent the same type of rigor evident in the interpretation of the experienced qualitative evaluator conducting interviews, they do present a point of view of the evaluator and document aspects of the competition in a manner that provides for transferability. Cornett , who has taught civics and law-related high school students for a decade and is a professor of social studies methods, has attempted to capture those images that portray the general themes (knowledge, skills, attitudes) of the competition that have emerged as a result of the other aspects of the evaluation. Specifically, he has tried to portray the nature of the rounds of the competition during the past three years, the variety of students (age, region, gender), the teachers, the judges, and delegates, and changes in the nature of the competition and its participants.

The images from 1999-2000 are presented in Appendix G in figures 19 through 36. In addition, the evaluators have provided an edited videotape to FLREA of the

competition. This document was edited from more than seven hours of digital recordings. The digitized version is accessible on the web on the Consortium for Social Responsibility and Character in Education site (http://ucfed.ucf.edu/csrce/). This video highlights the interaction of the judges, students, and teachers during the competition. It portrays aspects of the cooperative learning, higher level thinking, communication skills, and enthusiasm of the participants.

Future Directions for the Evaluation

The initial (three-year) evaluation program of the "Citizen in a Democracy" program is complete. All constituencies involved with the competition are reacting positively, finding the young people in the country engaged in thoughtful consideration of their rights and responsibilities as citizens in the Hungarian democracy. Primarily, these conclusions are based on:

1. Responses of students and their teachers,
2. Observations of professionals working with the CIVITAS association of Hungary and the Florida Law Related Education Association,
3. Delegations from Hungary and the United States, and
4. Artifacts collected throughout the CIVITAS program.

These findings correspond to those accumulated by other projects sponsored by the Center for Civic Education throughout the world thereby forming a cross validation network.

The primary assumption underlying the evaluation of the "Citizen in a Democracy" competition, however, has been that it will contribute a value-added component to the program. For the first three years of the assessment program, we have

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The primary assumption underlying the evaluation of the "Citizen in a Democracy" competition, however, has been that it will contribute a value-added component to the program. For the first three years of the assessment program, we have

realized this objective. Each year the competition has been modified based on the evaluation findings (personal conversation, János Setényi). However, over those same three years the CIVITAS program has been evolving through incremental improvements and the addition of new initiatives. Therefore, in order to continue the value-added nature of the evaluation the 2000-2001 year should be used to reconsider and modify the evaluation design. Specifically FLREA and CIVITAS may wish to consider the following components.

1. Redesign of the survey instruments used with students and teachers,
2. Validate cognitive gains of students by examining test scores of CIVITAS students and a comparative sample of non-CIVITAS students,
3. Follow up with students who have participated in past competitions to document the program's impact on their lives,
4. Index changes in the Hungarian education system that may be attributed to CIVITAS,
5. Begin planning, and possibly implement on a pilot basis, training for teachers to become action researchers with the objective of building a meaningful and sustainable CIVITAS research network throughout Hungary.

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Appendix A.

A summary of the Structure of the Observed Learning Outcomes (SOLO) taxonomy.

PRESTRUCTURAL: Represents inability of students to engage in the problem situation — largely because they are unable to grasp the context of the exercise. They possess minimal skills for distinguishing among relevant and irrelevant facts, often reaching closure prematurely. Students at this level become easily frustrated resorting to guessing behavior. Unfortunately, guessing frustrates them even further because of their inability to identify cues from the problem space.

UNISTRUCTURAL: This stage represents one dimensional concrete problem solving. Students require linear correspondence between problem elements and the solution, often resorting to memorizing facts. The ability to transfer knowledge is difficult because concept formation is absent. Processing multiple elements proves difficult at this stage. Accordingly, construct-based problems are attacked as a series of single, mutually independent transformations bypassing the deductive process.

MULTISTRUCTURAL: Students process several problem elements arriving at a singular solution. This stage, however, still represents a series of individual closures combined with linear models. Solutions are constrained by the diseconomy of scale associated with increasing individual elements. This stage, however, represents the beginning of multiple task problems.

RELATIONAL: Students recognize interactions among individual elements of the problem space. Singular solutions are still derived although based on recognizing element A and B plus the reciprocal effect they have on each other. For the purpose of problem solving, a third variable is created which is some function of the originals. The student expands the problem to accommodate a solution outside of the initial context. Previous experience makes individuals episodic and strategic, enabling them to distinguish relevant facts and decide on a plan of action.

EXTENDED ABSTRACT: Students combine observed elements into hypothetical constructs or latent dimensions. This process leads to multiple solutions, all of which are reasonable or at least defensible. Insight and intuition help students realize that additional information is required, information which must be hypothesized or deduced. Metacognition is abandoned and replaced by frequent incremental modification of the solution process. The student functions well with lack of closure and is comfortable manipulating multiple abstract systems and observed elements.

LATENT STRUCTURE MEDIATION (PYLE-DZIUBAN EXTENSION): At this final level, all observable data elements are transformed into latent dimensions that are manipulated at the abstract or symbolic level. The number of dimensions identified (dimensionality of the system) become the basis of a solution combined with the interactions among them. These experts integrate themselves with the solutions they are seeking (i.e., they enter the system exhibiting a seamless and fluid rigor. They think in latent systems attending to the hypothetical interactions knowing that empirical verification is possible, but not necessary. Often, the latent dimensions are transformed into reduced system that is a function of the original components. Students at this level are comfortable with concepts such as archetypal form, producing multiple solutions in an open set.

Appendix B

The Scoring Protocol for the 1999-2000 Citizen in a Democracy Competition

"POLGÁR A DEMOKRÁCIÁBAN"
Országos Középiskolai Verseny
1999/2000

- Országos Döntő -

FELADATOK – PONTSZÁMOK

• Előzetes feladat	65 pont (16%)
• Írásbeli teszt	65 pont (16%)
• Parlamenti felszólalás	80 pont (20%)
• Ombusmani esetelemzés	35 pont (9%)
• Közéleti szerep-játék	80 pont (20%)
• Alkotmánybírósági beadvány	35 pont (9%)
• Össz-játék	40 pont (10%)
• Összesen	400 pont (100%)

Appendix C

Final Results for the 1999-2000 Citizen in a Democracy competition

** POLGÁR A DEMOKRÁCIÁBAN **
ORSZÁGOS DÖNTŐ
2000. ÁPRILIS 17.

Csapatnév	ELŐZETES FELADAT	TESZT	PARLAMENTI FELSZÓLALÁS	OMBUDSMANI AJÁNLÁS	SZEREP-JÁTÉK	AB BEADVÁNY	ÖSSZ-JÁTÉK	összpont-számh	helyezés
DUMA II.	52	50,5	60,4	22	41	22	33,4	311,3	V.
VILLÁM	53	49,5	67,4	16	55,6	16	21,3	278,8	XIV.
VANESSA ANTIOPA	55	65	66	30	58,1	29	24,6	324,7	VIII.
CIVIL KURÁZSI	65	53,5	70	25	70,4	32	25,5	349,4	I.
SASOK	30	50,5	74,2	25	69,4	20	22	294,4	X.
JÖVŐ	50	51	66,8	30	65,3	30	21,1	308,2	VII.
SZÖVETSÉGESEK	59	47,5	61,8	18	60,6	20	20,6	287,5	XI.
PÁLMA	65	62	66,4	24	69,6	30	23,4	340,4	II.
CAESAR	56	57	66,6	30	65,4	17	22,8	315,1	III.
NÉGYEK TANÁCSA	59	50	67,2	14	65,4	23	25,5	304,4	IX.
MÁR MEGINT ITT VAGYUNK	42	55	72,6	28	65,4	25	20,8	313,1	IV.
HOMO POLITICUS	55	52,5	65,6	18	58,1	18	19,4	286,6	XII.
CIVIL-ÉSZ	56	54,5	64	14	51,1	19	22,6	280,2	XIII
ALIGÁTOR	44	55	67,2	16	68,9	32	26,5	309,6	VI.

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Appendix D

The Student and Teacher Data Collection Instruments for the 1999-2000 "Citizen in a Democracy" Competition

POLGÁR A DEMOKRÁCIÁBAN – ÉRTÉKELÉS
CITIZEN IN A DEMOCRACY EVALUATION

DIÁKÉRTÉKELÉS
STUDENTS

Az értékelési felmérést a „Polgár a demokráciában"-program fejlesztése érdekében végezzük. A kérdőívre adott válaszokat bizalmasan kezeljük.
This evaluation is being conducted to improve the Citizen in a Democracy program. Please be assured that your responses will be kept confidential.

Karikázza be az Önre jellemző információt!
Please circle the information that best describes you:

Nem: Nő Férfi
Gender: *Female* *Male*

Helység: Székesfehérár Györ Szombathely Pécs Szeged Debrecen Miskolc Budapest
Region:

Oktatási intézmény: Gimnázium Szakközépiskola Szakmunkásképző
School: *Gymnasium* *Voc/Tech* *Vocational*

Az alábbi kérdéseknél karikázza be azt a számot, amely a leginkább érzékelteti, mennyire ért egyet, illetve nem ért egyet a következő állításokkal. Kérjük, hogy értékelésének magyarázatát a Megjegyzések-rovatba írja.
For the questions below, please circle the number for each scale that indicates the extent to which you agree or disagree with the following statements. Please use the comments section to explain your rating.

1. A Polgár a demokráciában-prog-ram keretében alaposabb ismerete-ket szereztem a magyar demokrácia történetével és alapelveivel kapcsolatban.	**Teljesen egyetértek** **4**	**Egyetértek** **3**	**Nem értek egyet** **2**	**Egyáltalán nem értek egyet** **1**
I have a deeper understanding of the history & principles of Hungarian democracy after having participated in the Citizen in a Democracy program.	***Strongly Agree*** ***4***	***Agree*** ***3***	***Disagree*** ***2***	***Strongly Disagree*** ***1***

Megjegyzések: (*Comments):*

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2. A Polgár a demokráciában-program fejlesztette állampolgári készségeimet.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	3	2	1
The Citizen in a Democracy program has improved my skills to participate as an effective citizen.	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	*3*	*2*	*1*

Megjegyzések: *(Comments):*

3. A Polgár a demokráciában-programban való részvétel eredményeképpen aktívabban érdeklődöm a politikai ügyek iránt.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	3	2	1
As a result of participating in the Citizen in a Democracy program, I have taken a more active interest in political issues.	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	*3*	*2*	*1*

Megjegyzések: *(Comments):*

4. A Polgár a demokráciában-program által jobban megismertem állampolgári jogaimat és kötelességeimet.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	3	2	1
The Citizen in a Democracy program has given me a better understanding of my rights and responsibilities as a citizen in Hungarian democracy.	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	*3*	*2*	*1*

Megjegyzések: *(Comments):*

5. A Polgár a demokráciában-program fokozta a magyar demok-rácia iránti elkötelezettségemet.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	**3**	**2**	**1**
The Citizen in a Democracy program has increased my commitment to democracy in Hungary	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	***3***	***2***	***1***

Megjegyzések: *(Comments):*

6. A Polgár a demokráciában-programban való részvételnek köszönhetően jobban tiszteletben tartom mások nézeteit.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	**3**	**2**	**1**
As a result of participating in the Citizen in a Democracy program, I have a greater respect for others' points of view on important issues	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	***3***	***2***	***1***

Megjegyzések: *(Comments):*

7. Milyen pozitív hatással van életére a Polgár a demokráciában-programban való részvétel?
What are the positive effects in your life from participating in the Citizen in a Democracy program?

Személyes:
Personal:

Családi:
Family:

Iskolai:
School:

8. Hogyan tudnánk a jövő évben továbbfejleszteni a programot?

What should we do to improve the program next year?

9. További megjegyzések:
Additional comments:

Köszönjük, hogy segítségünkre volt a Civitas fejlesztésében!
Thank you for helping us improve Civitas!

POLGÁR A DEMOKRÁCIÁBAN – ÉRTÉKELÉS
CITIZEN IN A DEMOCRACY EVALUATION

TANÁRI ÉRTÉKELÉS
TEACHERS

Az értékelési felmérést a „Polgár a demokráciában"-program fejlesztése érdekében végezzük. A kérdőívre adott válaszokat bizalmasan kezeljük.
This evaluation is being conducted to improve the Citizen in a Democracy program. Please be assured that your responses will be kept confidential.

Karikázza be az Önre jellemző információt!
Please circle the information that best describes you:

Nem: Nő Férfi
Gender: *Female* *Male*

Helység: Székesfehérár Győr Szombathely Pécs Szeged Debrecen Miskolc Budapest
Region:

Oktatási intézmény: Gimnázium Szakközépiskola Szakmunkásképző
School: *Gymnasium* *Voc/Tech* *Vocational*

Az alábbi kérdéseknél karikázza be azt a számot, amely a leginkább érzékelteti, mennyire ért egyet, illetve nem ért egyet a következő állításokkal. Kérjük, hogy értékelésének magyarázatát a Megjegyzések-rovatba írja.
For the questions below, please circle the number for each scale that indicates the extent to which you agree or disagree with the following statements. Please use the comments section to explain your rating.

1. A Polgár a demokráciában-program keretében alaposabb isme-reteket szereztem a magyar demokrácia történetével és alapelveivel kapcsolatban.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	**3**	**2**	**1**
I have a deeper understanding of the history & principles of Hungarian democracy after having participated in the Citizen in a Democracy program.	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	***3***	***2***	***1***

Megjegyzések (*Comments):*

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2. A Polgár a demokráciában-program (Civitas) felkeltette érdek-lődésemet a magyar demokrácia iránt.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	**3**	**2**	**1**
The Citizen in a Democracy program stimulated my interest in Hungarian democracy.	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	***3***	***2***	***1***

Megjegyzések (*Comments):*

3. A Polgár a demokráciában-programban való részvétel eredmé-nyeképpen aktívabban érdeklődöm a politikai ügyek iránt.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	**3**	**2**	**1**
As a result of participating in the Citizen in a Democracy program, I have taken a more active interest in political issues.	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	***3***	***2***	***1***

Megjegyzések (*Comments):*

4. A Polgár a demokráciában-programban való részvétel alapo-sabb ismereteket adott diákjaimnak a magyar demokrácia történetéről és alapelveiről.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	**3**	**2**	**1**
Participating in the program gave students a deeper understanding of history and principles of the Hungarian democracy.	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	***3***	***2***	***1***

Megjegyzések (*Comments):*

5. A program felkeltette diákjaim érdeklődését a magyar demokrácia iránt.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	**3**	**2**	**1**
The program stimulated student interest in the Hungarian democracy.	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	***3***	***2***	***1***

Megjegyzések (*Comments):*

6. A program tudatosabbá tette diákjaimat a magyar demokratikus berendezkedéssel kapcsolatban.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	**3**	**2**	**1**
The program made students more aware of political issues that relate to the Hungarian democracy.	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	***3***	***2***	***1***

Megjegyzések (*Comments):*

7. A programban való részvétel következtében diákjaim aktívabban érdeklődnek a politika iránt.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	**3**	**2**	**1**
As a result of participating in the program, my students demonstrated a more active interest in political issues.	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	***3***	***2***	***1***

Megjegyzések (*Comments):*

8. Szeretnék ismét részt venni a programban.	**Teljesen egyetértek**	**Egyetértek**	**Nem értek egyet**	**Egyáltalán nem értek egyet**
	4	**3**	**2**	**1**
I would like to participate in this program again.	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***
	4	***3***	***2***	***1***

Megjegyzések (*Comments):*

9. Milyen pozitív hatással van életére a Polgár a demokráciában-programban való részvétel?
What are the positive effects in your life from participating in the Citizen in a Democracy program?

Személyes:
Personal:

Családi:
Family:

Iskolai:
School:

10. Hogyan tudnánk a jövő évben továbbfejleszteni a programot?
What should we do to improve the program next year?

11. Milyen további programok, segédanyagok vagy források lennének segítségére a Polgár a demokrácia-program során?
What additional programs, materials, or resources would help you in the Citizen in a Democracy program?

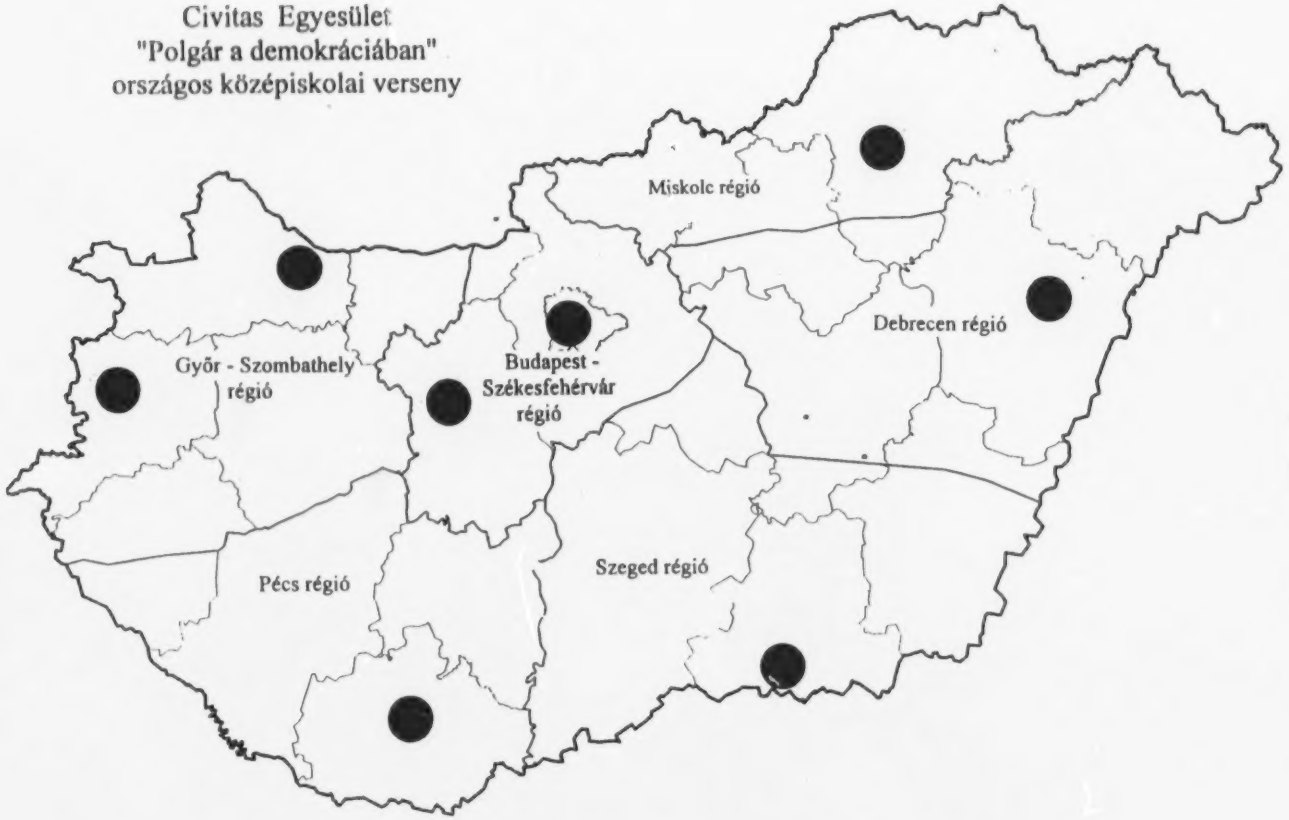
12. További megjegyzések:
Additional comments:

Köszönjük, hogy segítségünkre volt a Civitas fejlesztésében!
Thank you for helping us improve Civitas!

Appendix E

Map of CIVITAS regions

Civitas Egyesület
"Polgár a demokráciában"
országos középiskolai verseny



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Appendix F

Biographical and interview transcriptions

Dr Barta Erika

Professional CV
History – geography and philosophy teacher
1981 graduation as History-Geography major from KLTE BTK
1984 Doctoral degree in Geography
1988 graduation as Philosophy major from KLTE BTK
working as teacher in Fazekas Mihaly High School in Debrecen
1990 Training teacher in Geography at KLTE
Continuously form-master
Head of final exams

My connection with Civitas Association

- *students have been participating at the Citizen in a Democracy competition from the first year on from my school*
- *our team named: "Fazekas" has taken part in the finals in the years '96/97 and '97/98 (their coaching teacher was Imre Arany, the principal of our school)*
- *the team named: "Anonymus" has participated in '97/98 ansd '98/99 (I was their coaching teacher)*
- *my students have very passionately been preparing for the competition, they liked the topic: current political events*
- *it was a hard task to get the required literature for the competition – it is hardly possible to get the books even in a big city (Debrecen) with lots of High Schools (possible teams), the time to prepare is too short before the first round of the competition*
- *my students really enjoyed the regional finals with very colorful exercises*
- *the weaknesses of my team were the verbal abilities and the argumentation skills*
- *7 teams have registered for the '99/2000 competition from our school*
- *the team named: "Periklesz" got into the regional finals (I am their coaching teacher)*

About my school:

"Fazekas Mihaly High School
4025 Debrecen Hatvan street 44."

- *the school is 126 years old, the only very old public school of the city*
- *it has a very good reputation in the region and the city, there is a competitive entrance exam*
- *there are 26 classes with 874 students*
- *there are 4 year and 6 year programs in the school*

The possible specialization in the 4 year system:

- Mathematics, French language , Classical studies, Biology, Computer sciences, Advanced English language, *Advanced German language*

The possible specialization in the 6 year system:

- *Mathematics, Computer sciences G&T program, English language, Classical studies G&T program*

- *We will start up a new Spanish and French bilingual class in 2000/2001.*

About the region

DEBRECEN

- *the second biggest city in Hungary*
- *the cultural and commercial center of the Tiszantul (Trans Tisza region)*
- *the capital of Hajdu-Bihar county*
- *town of county rank*
- *tourist and spa resort*
- *has a long history as an academic city: lots of high schools, college, university*
- *agriculture and industry are significant*

About the first round of the competition:

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I.
1. The required literature has been very well selected for this round. The quantity was not so big and the books could be obtained more easily than in the former years. The weekly papers that are included on the list are good because they can be obtained anywhere. It would be good to announce earlier the required reading for the first round because it would give us more time to prepare. There could be some literature that is the same for all years.
2. The exercises were like in other years. The students who have participated in former years already had some experience.
3. The reputation of the competition would be raised if it would be published in the official Chronicle of Education, this way the school could support the teams with more money (for the registration fee).
4. The publicity of the competition in our region is OK. The local media (TV and papers) are present at the regional finals.

II.
1. The leaders of my school support competitions in general but they can not finance the registration fee, the price of the books, the costs of copying the articles. More money would be spent for this competition if it had been published in the official Educational Chronicle.

III.
This is my third year as a coaching teacher for this competition. This year totally new teams were formed (3 teams). The students were very active: they obtained the literature very quickly and allocated it among each other. The preparation of the 3 teams were done together. We always discussed a topic that the students already had read about at home. It is always hard to find the right time for the preparations because the students are very busy with extracurricular activities. We usually can meet in the morning. The team "Periklesz" (9th grade, Classical studies) got into the regional finals.

Honti Mhalyne

TISZAUJVAROS

Tiszaujvaros is located South-East from Miskolc, on the right bank of the river Tisza. This is one of the youngest cities of the country: only 30 years old. This is a unique sub-region of the South-Borsod region. Most of the inhabitants of the city are young, the average is just over 30. The number of inhabitants is over 20 000. There are three big companies around the city: TVK, MOL Rt, AS TISZAI EROMU Rt. These industrial institutions are internationally respected. Our city is pleasent, has a good atmosphere and it is developing in a dynamic way. The infrastructure is 100% established. The life is active during the whole year: exhibitions, concerts, international sport events (e.g. Triathlon World cup) are frequent in the city. Thanks to the closeness of Tisza this region is the paradise of fishing and water sports. The city has three sands: the TVK leisure center, where ice skating is also a full year activity; The sand of the AS EROMU on the banks of Tisza; and a brand new thermal bath. (It has very high quality healing thermal water.)
Because of the idela location of the city it is easy to get to the famous regions of North-Eastern Hungary and the Alfold. (Hortobagy, Debrecen, Miskolc, Eger, Bukk-hegyseg, Tokaj). The city got the National Sportcity title in 1995. There are 6 elementary schools, 2 secondary schools, 1 music school and 6 kindergartens in the city. The basis of the art and music education is the House of Culture. We have an internationally famous dance group and many hobby groups. The city library has a new beautiful building and he city museum is also located in this building.
After the political changes 3 new churches were built. Among them a Greek-catholic one which is the most beautiful Byzantine-style church in Hungary.
An industrial park and a big shopping center (Tisza Plaza) is being built around the border of the city.

The short story and some characteristic features of the school I teach at:

The Eötvös József Secondary Grammar and Industrial Technical School was founded in 1963.
There were only two classes in the first years: one grammar-school and one technical-school class. In 1969 the school moved to its present day place and got the name "Kun Béla".At that time there were five parallel classes in the school. In 1990 the building had to be enlarged, a new floor with seven classrooms was built for teaching languages in small groups. In the same year according to the students' and teachers' wish we changed the name of our school to "Eötvös József" (minister of culture and education in 1868).
The small gymnasium hall couldn't follow and supply the increasing number of students which was over 700. A new hall was built in 1994. Between 1990 and 1997 the institution took more important decisions on changing the structure of teaching with the LEA of Tiszaujvaros (six-class grammar school education, post-secondary environment-protection technicians.) This process hasn't stopped, we have started some special classes in English, German, Math and in Information technology to give more opportunities for deeper studies. One of the most important events was the

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introduction of economic training from the 1st of September 1997. The chemical-mechanical engineer assistant college training with the Technical University of Budapest is starting in September this year. According to the professional judgement of the Hungarian Accreditation Committee this kind of training is supported.

Some characteristic features of the school:

- *assures a great variety of training satisfying the students' demand*
- *outstanding foreign language education and language exam results*
- *good sport facilities*
- *relatively low dropout rate*
- *excellent achievements in competitions*

Our staff consists of 61 full-time teachers. 42 has university degrees, 16 college degrees, 2 are technical-training teachers.

About myself

I working at Eötvös József high school since 1986. I am the head of an 11th grade class. I teach History and Philosophy but i used to teach Russian language also. I have taken an intermediate English language exam. My 11th grad class is the class "of my dreams": They are very clever, have a good atmosphere as a class, they have the best GPA in the school. The love success- which they have often experienced- and it motivates them to achieve more and more.
I am the head of the History department in my school and we train the students for lots of competitions in a year. I have to teach 25 hours a week this year and I have constant professional training (in service training, reading lots of professional literature...). I am the head of final exams.
We have a Civitas workshop which is lead by me and my young colleague (who studies law and is one of my former students). I got involved in the Citizen in a Democracy competition three years ago. This time 2 of my teams got into the regional finals. It is a very high leveled, hard competition but a very interesting and exciting one. It has a serious required literature and it requires a wide range of knowledge. In the last two years I had older students and the training seemed to be easier therefor. This year the teams are made up of 9th graders and there were more hardships with them: to teach the History of Hungary in the 19th and 20th century and the Hungarian participation in WW II. It is good that there is less memorization this year. It is good that there were more weekly papers to read.

I go through the literature with the students this way:

1. I pre-read it and discuss it with them (my colleague Fülöp György helps me a lot with this).
2. I distribute the parts that should be learned among the students. If I have time to do so, I make a summary for them.
3. It is very important to test weather they have learned it. We ask back everything from every student.

The practical exercises:

We make exercises for the topics. We develop their debate skills by discussing current issues. Before the 2nd round we meet the students almost every day. The most time should be spent for the practical exercises. We don't teach civic skill as a subject in our school, only as part of the History and Philosophy lessons. This competition is very good in developing the social skills of the students. It teaches them how to talk in front of a big group of people. They get used to discussing political events and therefor they won't be unconcerned about things as adults.
The Democracy Walk last year was especially interesting. As everyday people probably we wouldn't have gotten to the Constitutional Court, the Office of the Chief Prosecutor or the Parliament. In the Parliament it was very good to meet important political figures.
Last year before the finals all of our teams went to the Parliament (the Member representing our area organized it) and the task of my students was to observe how the speeches are presented and built up.
Last years team was extremely good in the theoretic part but quite shy in the practical exercises. But this is a general problem in the Hungarian system of Education: much theory, not enough practice.
I think the required readings of this year were OK, it wasn't too much and it was not too much to memorize. I think the Citizen in a Democracy competition is a very hard one. But a student who takes part has much profit from it. He or she will be better informed than the others, will be able to present and analyze things better, and will be better in integrating processes.
About the work of the coaching teacher: We do all this without benefiting financially from it. But we gain respect in the school and in the city.

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But summarizing it: I am a very passionate teacher, I love what I am doing, I like competitions and I would never change my job. (I work 10-12 hours a day actively- but sometimes even more- and students come to me during the weekend also if it is needed.)

About how important the competition is:

- One can only realize how important it is to read the weekly papers if he or she actually does it.
This competition gives courage to the students to publicly talk.
It makes them think creative
It makes them respect themselves more and makes them more confident

In our school the leaders have a very positive attitude towards this competition. The buy the books, and they substitute me when it is needed. Our school is competition centered. Results make students come to us.

Dobos Ferencné

I have started my career in the Tiszaparti high school in 1963 in Szonlnok. I still work here as a teacher of History, Social sciences and Latin language. I am head of a class and head of the Social sciences department.
I have been working in the Education coordination of Jasz-Nagykun-Szolnok county and in the Pedagogy Institute of the county between 1974 and 1990. I am still a History and Latin language advisor there.
My husband is an old age pensioner, my son and daughter are grown-up. My daughter is a TV reporter and my son is an information scientist.

Jasz-Nnnagykun-Szolnok county belongs to the Eastern region of Hungary. It was formed in 1867. The number of inhabitant is 450 000. It has no parts belonging to the border of the country and has no ethnic population. The number of the gypsy minority is quite big. This county is mostly dealing with agriculture. The river Tisza plays an important role here with its sub-rivers. Despite of the regulations the floods cause problems from year to year for the people. The Tisza lake and the thermal waters help tourism rise.

The city of Szolnok was first mentioned in 1075. The salt trading route coming from Trnasilvania had a major role in forming this city. The second train line of Hungary was built in Szolnok. It is still an important railway center and cross point, we have one of the biggest railway stations in Central-Europe.
The industry of the city is linked to agriculture. We have a sguar factory and we have chemical and paper factories also. We have important bridges. The population of Szolnok city is 70000. It is located at the point where the river Tisza and the river Zagyva meet. Szolnok has 15 secondary schools. We have military snd business college here. We also have a military airport.
Around the turn of the century a very important artist center was formed here. The actors of the Szigligeti theater are well known internationally. There are many clubs that unites the intellectuals and the business people of the city.
The swimming pools, the sport facilities and the international rowing field help people spend their spare time well.

My school, The Tiszaparti high school and Classical specialized school was built in 1962 on the bank of the Tisza river (this is where the name comes). It is a modern well equipped institution. It has 700 students, 80 employees, among them 56 teachers. We currently have 4 high school classes (Music, Math and Computer sciences, English-German, Social sciences majors) and we have a Classsical specialized school class financed by Phare(EU) money. The student life is very colorful, the students have their own newspaper. Our students successfully participate in lots of competitions.
According to the University entrance exam results we are the 5th in the country among the mixed (high and specialized school) schools.

Preparation for the competition:

The members of the team: Attila, Aron, Peter and Robert. 12th graders attending a Classical integration class. This is the first time they participate in this competition.
Among thme Attila is the best student. He has participated at many Geography competitions with success. He is industrious, cares about his mates and is interested in everything. He had a great shock because of her sister's death during the summer. He would have gone to the US for this year to study but he stayed with his parents. He helps his classmate who also experienced a tragedy like he did. He is preparing to become a lawyer or an EU expert. Aron has very good skills, great humor, he is talented. It varies how industrious he is but his critical skills are very good. He also wants to become a lawyer. Peter also. He is a happy and joyful person. He only studies the subjects that are important to him. Robert is like a real adult and he looks at the world around him like that. He bears strict things hard, he is even

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more critical that Aron. He can see his own faults also very well. It is hard for him to change his style of work. So they are the team.
The first task after getting to know the list of required readings is obtaining the books. We don't have these books in the library. It takes time to order them. (This is why it would be better to know the literature at the very beginning, when we register for the competition.) We are loosing a valuable week! We plan the preparation and distribute the material. 2 people share a chapter in a book. We distribute the articles the same way. After reading them first we discuss and analyze the things. And here comes the meticulous work: taking notes, solving exercises, and evaluating all this. We are making short summaries and we are trying to find the important things. And it is followed by intensive practice. The team-members are asking questions from each other. We are making sample tests based on the tests of the former years. We try to practice different topics every time.
Time is running away. The students have lots of other things to do also. During the last period of preparation a colleague is practicing with the 3 teams together.
How did the first round go?
The exercises that required thinking went well, the ones that required memorization did not go that well. (More creative exercises would be needed, there is too much attention on lexical knowledge.) The individual level of preparedness differed inside the team. Being interested in something is not enough, knowledge has to be learned.
Even if we don't get to the next round I am satisfied with them. They have done this work voluntarily. They have tried to achieve well. The group work they have done has an impact on other things they are doing. They felt they only could be successful as a team working together. Their sense of responsibility has grown. They have faced their shortcomings. They will be able to use the knowledge they gained.
They were glad to do this. They have become more active at Social sciences class. I have been teaching them for four years. I have also learned a lot during the preparation. I have learned them better. Our relation has become closer. "I can honestly tell along with the members of the team the it was fun and a god job."
And if we can get to the finals...!

Would be important:

- *to give university entrance exam points for the 12^{th} grader students*
- *to have required literature that is not changing*
- *more from the normal curriculum*
- *to get the Pedagogic Institute if the county involved in organizing the competition*

My school is absolutely supporting this competition.

Proposal:

The teachers who have done the best job during the years should put an exercise book together.

Szekelyne Korosi Ilona

About the competition:

We think that the Citizen in a democracy competition is a good and very much needed one nowadays in Hungary. (I can tell it in my name and in the name of the team and the people who have participated and I know.) Based on how it is organized, announced, and run it is among the most correct competitions.
It would be good to make it possible for 18 and 19 year olds to participate also. The publicity of the competition should be bigger. Certificates should be given to the schools and not only the teams.
The leaders of my school keep an eye on the competitions, but this one doesn't reach the rank of the Official National High School Competitions.
About getting prepared: The "Palma" team has the same members as last year except for one person. We could obtain the required literature quite quickly (it was only available in the bookstores in Budapest). The weekly papers have been well known among the students. The students prepared individually for the test. We have held short discussions- during the afternoons or weekends. We have made written exercises and tests with the other couching teachers.
We are starting to prepare very intensively in these days. The students are very excited and lively. The students like to solve problems and they enjoy the debates. During our sessions we try to somehow connect the theory and the practical things, the learned material with the real life situations.

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Devenyi Ferencne

Bonyhadi Petofi Sandor Lutheran high school:

I am a History-Literature major teacher. I got my diploma at ELTE in 1967. I have started my career in an elementary school in Bonyhad. Four years of teaching there has enriched my knowledge as a teacher with very much methodological knowledge. In 1972 I could get back to the high school where I once went as a student, where I graduated from; so I got "home". This gave me courage, I knew where I was, I knew the traditions, I knew some of my colleagues. The fact that some of them had been my teachers earlier has caused some difficulties. The first years were extremely hard, full with work. Until I could prove that my professional knowledge is good enough I felt kind of unimportant.
The fact that I became the vice-principal meant that my colleagues respected what I was doing. I was the temporarily principal for a year.
I only teach History since 1980. I have always preferred it to Literature.
Bonyhad is one of the small cities in the Trans-Danube region. It belongs to Tolna county. It has 16 000 inhabitants. In the History of Tolna county agriculture has always been the most important. Cattle, grapes, wine and grains. We don't have heavy industry, only (leather, shoe making, meat processing).
There is a shoemaking factory in Bonyhad and some construction companies. The city has three high and three elementary schools.
In our school we have 468 students in 16 classes. We have 6 year and 4 year system as well. The subject that is taught with the most success in our school is Mathematics. Many Math teacher are nationally known who teach at this school. Out of the foreign languages German is preferred and we have a sister-schookl in Germany. The reason for it is that Tolna county has lots of people with German ethnic background- and had even more before WW II.
Since 1992 the Lutheran church is taking care of the school again. They have enlarged the area where students come to us from. Five years ago they built a new college for us where students can stay.
I got into contact with Civitas Association in 1997. In that year I had 4 teams participating in the competition. All got into the regional finals, one of them got the 10th place in the national finals. Success has motivated me and the students even more. I am the one among my fellow History teachers who is keeping an eye on this competition, and I am the one that is coaching students.
My potentials are limited now because I only teach in one class. I only have one team now. One of the members of this team is the brother of the member of the former team that got the 10th place. The success of his sister has motivated him. Out of the four team members I only teach 2. I barely know the other 2. This means that it is hard for me to judge what their potential is. I have given them very much independence in forming the team and preparing for the competition. I have taken half-hours from my spare time to talk to them about the competition and give the relevant information.

It is hard to motivate them. I have observed that boys are more interested in this topic than girls. The students choose their attitude towards a competition based on how much they can profit from it, how much it helps with the entrance exam to a university. This type of competition requires a certain kind of understanding and well informed students. But the knowledge they gain here is not matching with what is needed for the entrance exam.

Jeno Cseke

My life as a teacher:

I decided to become a History teacher during my senior year in high school. I got my diploma from the Classical department of ELTE in Budapest in 1971. As a university student I was in the Soviet Union, Eastern Germany and Poland. After a short "roundtrip" I got back to the city where I was born: Gyor. I was teaching at the Machinery Technical school. I became the high school inspector in my county. In this field I dealt with all kinds of schools.
I have organized competitions in History and Hungarian language on a city-county and even national level. Since 1990 I am a teacher again in the Krudy Gyula technical school in Gyor. My hobby is touring in the nature. Through water and land. I like to get to closely know other cultures. I have been to Greece, Italy and England also. I have organized trips for the students. I have used the experience I have gained during my own classes. Organized by the Political Sciences department of ELTE I have taken part in the European Citizen in service training supported by the EU. I have become the multiplicator of this topic. I have gotten involved in Civitas's Citizen in a Democracy competition as a couching teacher last year. My team got into the regional finals. This year I have two teams. My life as a teacher is very colorful and exciting. I am the advisor of History teaching in my county.

My region, my county:

My region is the currently forming Western Hungarian region which will include three counties.
Gyor-Moson-Sopron is my county. It has 400 000 inhabitants. The biggest city in it is Gyor with 130 000 people. Sopron, the most beautiful city with historic sites in the country is also located here. The first Hungarian school named: Pannonhalma is also in this county. Gyor has lots of historic sites. It is a traditional academic city with one of the most developed industrial centers.
The most modern and biggest technical college of Hungary is here and it is already giving a university diploma also. There is Music and religious school in the city also. The ballet from Gyor is world famous and has its own school. The third biggest city in the county is Mosonmagyarovar with an agricultural university. My county has a long civic tradition and could get through the political changes very easily.

The history of my school:

The school I teach in is the Krudy Gyula high school and Tourism and Catering specialized secondary school.
This is one of the most important and most modern educational institutes in our city. It was established 11 years ago. The school is almost perfectly equipped, although it is hard to get the things adjusted for the number of students which is over 1000. (The school has the 2nd biggest gym hall in the city which can be divided into 4 gyms. We have computer rooms and a huge central hall.)
Our achievements are very encouraging despite of the short hisiory of the school: We are among the best mixed schools in the country. We have had the most language exams taken per student out of 122 schools. The English language department is strengthened by American lectors. We have very diverse foreign connections (Switzerland, Italy, Austria, San Marino, Germany etc.) The most talented students participate summer training in foreign countries. They take part in international competitions.

Solving the hardships:

In our school there is no separate Social Sciences education- (except for the technicians who are over 18.) We deal with such issues in the core of the History lessons.
This makes it hard to prepare for the competition. Those students are the interested ones who want to study law in the future. Last year, the things Civitas's activity only became understandable for our team during the regional finals. The family has motivated the students and it has had a beneficial impact on the student-teacher relationship.

This year we started to prepare with two teams. One is a 14 year old team, the other is an 18 year old one. The older team is more independent in preparing. They need less attention and coordination from the coaching teachers. Two of the team members are regular readers of the weekly papers that are in the required literature- their family regularly buys them. The problems are the technical terms, the complicated expressions. The senior team which is also trying to get ready for the final exams is benefiting from the competition because it complements their knowledge. The senior team got into the regional finals. So they will have an opportunity to get some training for the verbal exercises they might get at the entrance exam.
The team has an "extra" member. He was motivated by the others and although he is not the member of the team he read the required literature and he can substitute his friends if needed. I will turn the attention to the group work during the preparation for the finals. The individual strengths an be added and developed further by good team work. I will try to keep the team that did not get into the regional finals active. I will try to get them involved in the further work with the other team.

For the next year my goal is to establish a CIVITAS club in my school.

Appendix G

Digital Pictures of the 1999-2000 "Citizen in a Democracy" National Competition

Figure 17: Tibor Gal, CIVITAS Association Hungary, explains changes in the competition based upon the previous evaluation report.

Figure 18: Judges examine the directions for the first part of the competition, elozetes feladat, that required students to identify and research a topic in their community. This element was a new addition to competition.

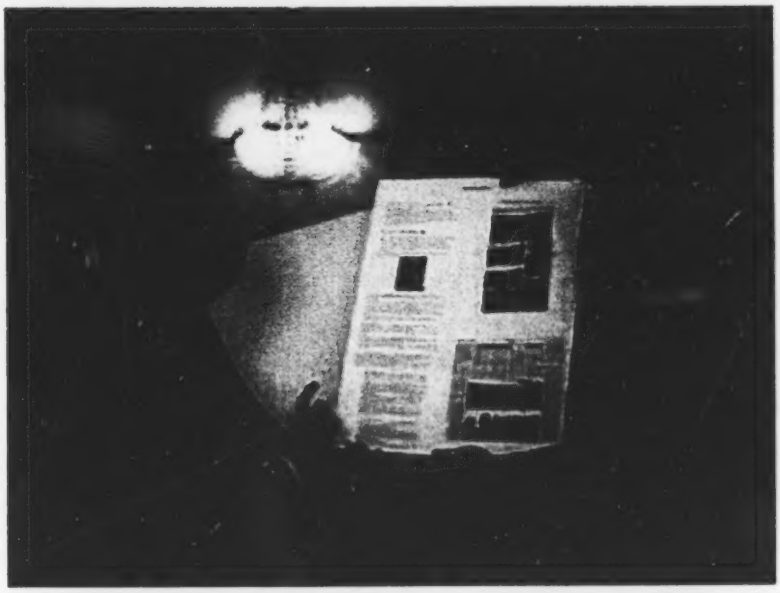

Figure 19:Imrene Halasz explains the community research project conducted by her team on an environmental issue. This part of the competition was worth 16% of the points.

Figure 20: Tibor Gal, CIVITAS Association Hungary, views a videotape about military recruits with the teams. Students are instructed to write a letter to the Ombudsman based upon their analysis. The videotape analysis of an actual current event was a new addition to the competition.

Figure 21:Students discuss the rights of the military recruits and the safety issues and economic factors involved.

Figure 22: A student points out that there are issues of free choice, life, safety, and human environment in this case.

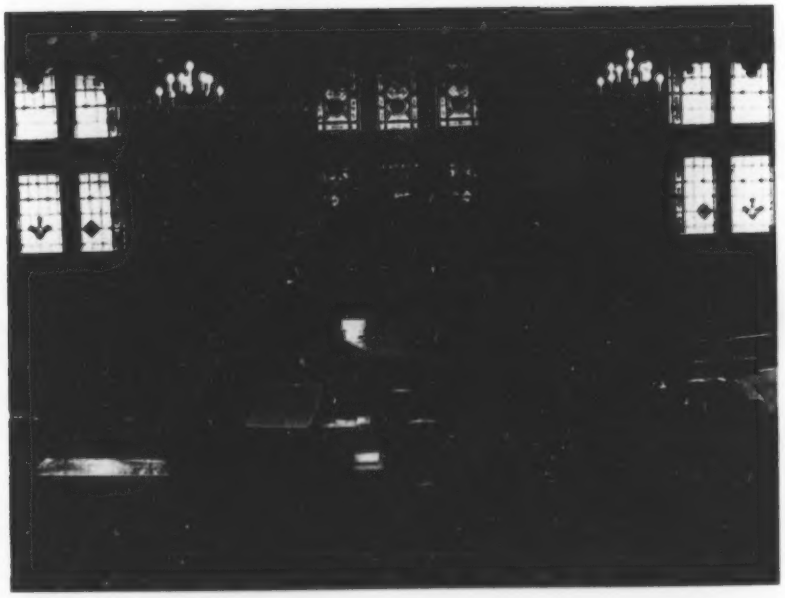

Figure 25: A student argues the viewpoint of his team on the abortion issue.

Figure 26: Judges take notes on the key points presented by the speakers in the debate.

Figure 27: A team prepares for the role play part of the competition.

Figure 28: Imrene Halasz listens to the role play performance of one of her two teams during the finals. The teams, Jovo and Szovetsegesek, placed in seventh and eleventh place respectively.

Figure 31: Laszlo Eich, CIVITAS Association Hungary, congratulates the teams on their knowledge and skill during the competition.

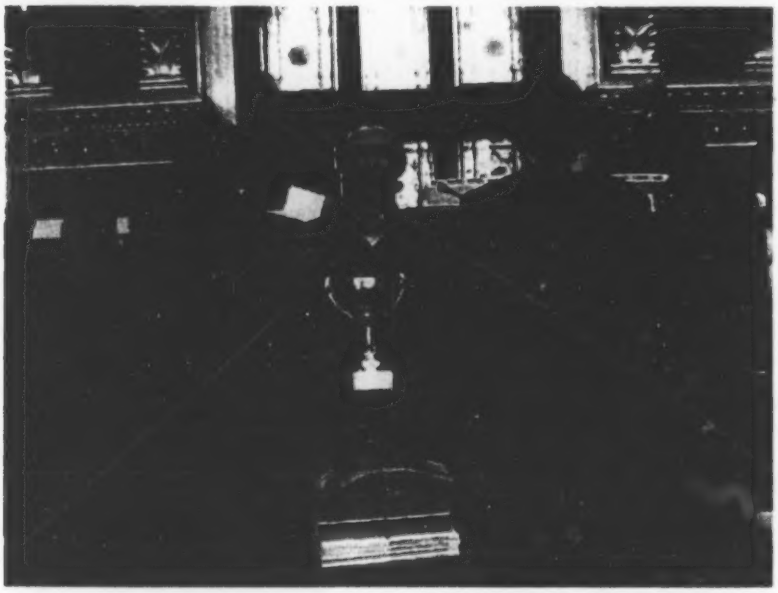

Figure 32: The winning team, Civil Kurazsi, celebrates their victory with their teacher, Laszlo Edenyi.

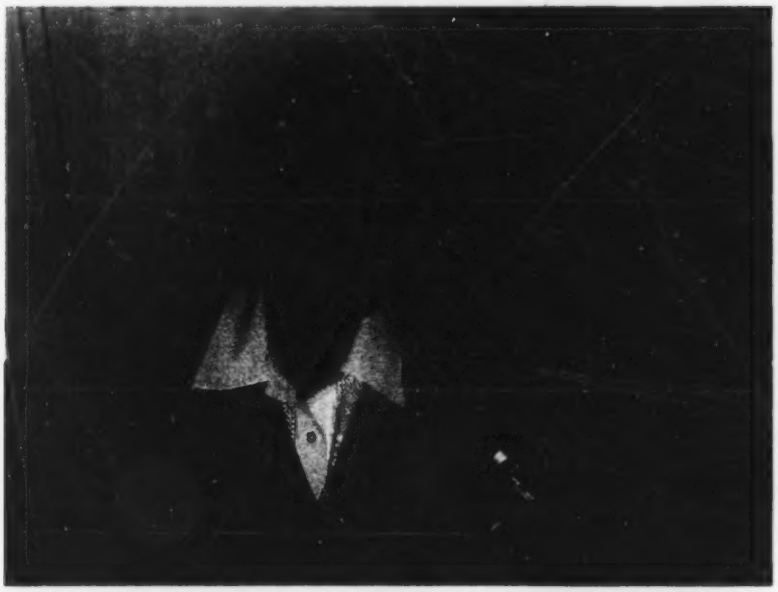

Figure 35: Ilona Korosi Szekelyne explains the extracurricular nature of most of the preparation for the competition by her team. She believes that CIVITAS programs are well organized.

Figure 36: Charles Dziuban examines the final scores in the competition with David Gyori. They discuss the SOLO taxonomy and its implications for analyzing this year s competition.